



St John's Elementary

140 Park Street
Darlington, South Carolina

Grades	PK-5 Elementary School	
Enrollment	660 Students	
Principal	Jean B. Taylor	843-398-5130
Superintendent	Dr. Rainey H. Knight	843-398-5200
Board Chair	Dr. Allem McCutcheon	843-332-2852

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Average	Below Average
2006	Below Average	At-Risk
2005	Average	Good
2004	Average	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

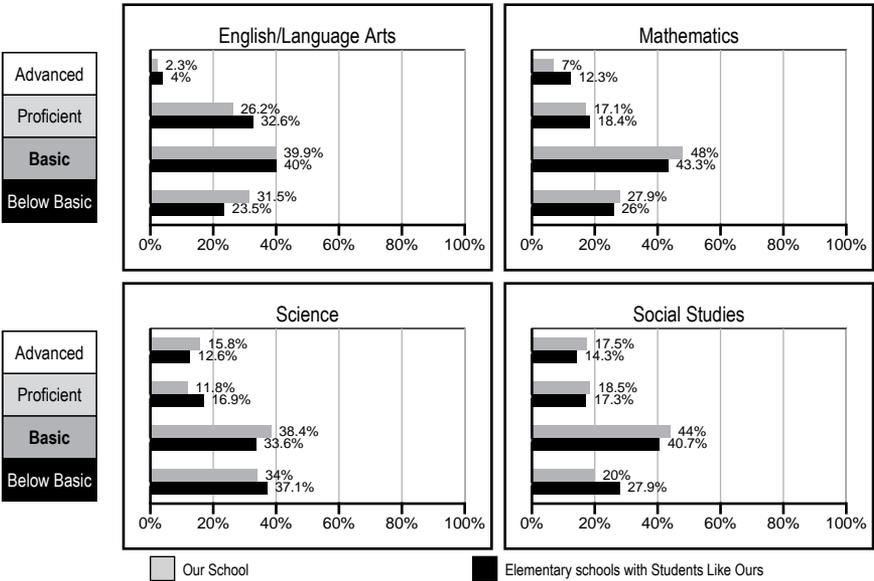
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 99%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	35	44	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable | N/AV–Not Available | N/C–Not Collected | N/R–Not Reported | I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=660)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.7%	Down from 7.6%	2.9%	2.3%
Attendance rate	96.1%	Up from 95.4%	96.1%	96.3%
Eligible for gifted and talented	4.2%	Up from 3.6%	8.9%	10.4%
With disabilities other than speech	10.2%	Down from 10.7%	9.0%	7.5%
Older than usual for grade	2.0%	Down from 3.5%	0.8%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=43)				
Teachers with advanced degrees	55.8%	Down from 60.4%	55.6%	56.7%
Continuing contract teachers	90.7%	Up from 89.6%	78.9%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.5%	Up from 86.4%	86.6%	86.4%
Teacher attendance rate	94.4%	Up from 89.8%	94.8%	94.9%
Average teacher salary	\$47,948	Up 3.3%	\$45,116	\$45,345
Professional development days/teacher	14.5 days	Up from 14.2 days	13.0 days	12.6 days
School				
Principal's years at school	17.0	Up from 16.0	4.0	4.0
Student-teacher ratio in core subjects	20.8 to 1	Down from 21.4 to 1	18.5 to 1	18.5 to 1
Prime instructional time	89.5%	Up from 84.0%	89.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,273	Up 4.6%	\$7,285	\$7,052
Percent of expenditures for instruction*	72.3%	Down from 73.6%	67.8%	69.1%
Percent of expenditures for teacher salaries*	71.2%	Down from 72.2%	63.1%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

St. John's Elementary, a Title I school, had a productive 2007-2008 school year. The school worked collaboratively with parents and the community to promote excellence in academics, athletics, attendance, attitude and the arts. Balanced literacy instruction, literacy groups, Accelerated Reader, Waterford, Wilson and Success Maker programs encouraged our students to become independent readers. Fifty-five students were invited to attend the All-A Banquet. Two students made all "A" report cards throughout their elementary years. Two students were recognized for having perfect attendance in grades K-5. Honor roll students were recognized quarterly. Student and class projects were displayed in the annual Science Fair showcase. An SJE student earned the Lieutenant Governor's Writing Award at the school. The St. John's Singers, under the direction of Sylvia Puffer, were invited to perform at the Christmas on the Square celebration. The student body supported the community with the annual Christmas Canned Food Drive and the St. Jude's Math-a-thon. Student Council provided leadership opportunities for students. Safety patrols, student marshals and the Flag Corps teams helped to develop students' leadership skills. A newly chartered BETA Club competed in state convention activities and sponsored community projects.

Ongoing staff development opportunities helped teachers improve their instructional skills. PBS continued to be implemented to encourage appropriate behavior among students. Julie Howle was selected Teacher of the Year, Lois Luce was chosen Assistant of the Year, and Tracie Lewis was named Educator of the Year. Morning math and reading tutorial services were provided for students. An additional Success Maker lab was established for third-fifth grade students.

St. John's Elementary received the district's Five Star Award for the second consecutive year. The Association of Parents and Teachers, the School Improvement Council and numerous business partners worked to improve the school. The APT purchased agendas, playground equipment and recognized Honor Roll students. St. John's Elementary continued its tradition of excellence, serving the Darlington community since 1818.

Jean B. Taylor, Principal

Betty Herlong, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	86	51
Percent satisfied with learning environment	89.5%	71.4%	82.0%
Percent satisfied with social and physical environment	92.3%	70.2%	75.5%
Percent satisfied with school-home relations	74.4%	84.9%	78.0%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 13 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

Corrective Action

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	5.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.8%	0.0%	No
Student attendance rate	96.1%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	320	100	30.7	38.9	25.8	4.6	39.5	36.1	48.2	No	Yes
Gender											
Male	172	100	34.1	41.5	22.6	1.8	32.9	31.1	41.7	N/A	N/A
Female	148	100	26.8	35.9	29.6	7.7	47.2	41.5	55	N/A	N/A
Racial/Ethnic Group											
White	118	100	25	36.2	35.3	3.4	48.3	49.8	60	Yes	Yes
African American	194	100	34.4	41	19.7	4.9	33.9	26.4	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	76.5	70.4	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	44.2	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	46	100	59.5	16.7	7.1	16.7	26.2	10.6	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	46.3	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	229	100	37.8	39.2	17.5	5.5	31.8	27.1	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	320	100	27.1	47.4	17.3	8.2	38.6	37.8	45.8	No	Yes
Gender											
Male	172	100	25	50	19.5	5.5	37.8	38.2	45.6	N/A	N/A
Female	148	100	29.6	44.4	14.8	11.3	39.4	37.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	118	100	13.8	51.7	22.4	12.1	45.7	53.3	59	Yes	Yes
African American	194	100	36.1	44.8	14.8	4.4	33.3	26.7	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	77.8	71.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	44.2	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	46	100	47.6	31	11.9	9.5	28.6	12.3	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	46.3	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	229	100	33.2	49.3	12.4	5.1	31.3	28.7	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	219	100	33	37.3	12	17.7	29.7	29.2	35.7	96.1	95.9
Gender											
Male	114	100	28.7	36.1	13.9	21.3	35.2	29.9	37.4	96.2	95.7
Female	105	100	37.6	38.6	9.9	13.9	23.8	28.4	33.8	96	96.2
Racial/Ethnic Group											
White	78	100	18.2	44.2	11.7	26	37.7	46.4	49.2	95.3	95.5
African American	136	100	43	33.6	11.7	11.7	23.4	16.6	17	96.6	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	81.8	58	96.1	98
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	45.5	24.9	96.4	96.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	90.6	91.8
Disability Status											
Disabled	30	100	55.6	3.7	14.8	25.9	40.7	9.6	14	94.3	94.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	89.9
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	51.4	24.4	96.8	96.9
Socio-Economic Status											
Subsided meals	160	100	40	41.3	9.3	9.3	18.7	19	21.1	95.8	95.6
Social Studies											
All Students	215	100	19.4	42.7	19.9	18	37.9	28.1	34	96.1	95.9
Gender											
Male	118	100	20.2	38.6	19.3	21.9	41.2	31.1	36.6	96.2	95.7
Female	97	100	18.5	47.8	20.7	13	33.7	24.9	31.3	96	96.2
Racial/Ethnic Group											
White	82	100	18.5	38.3	23.5	19.8	43.2	39.4	44.5	95.3	95.5
African American	125	100	21.2	45.8	17.8	15.3	33.1	19.7	19.1	96.6	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	57.1	58.9	96.1	98
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	37.1	27.5	96.4	96.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	90.6	91.8
Disability Status											
Disabled	38	100	37.1	37.1	17.1	8.6	25.7	10.4	14.4	94.3	94.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	89.9
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	39.5	27.3	96.8	96.9
Socio-Economic Status											
Subsided meals	156	100	22.1	46.3	19.5	12.1	31.5	19.5	21	95.8	95.6

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	120	100	20.7	45	32.4	1.8	34.2
	4	101	100	28.7	42.6	24.5	4.3	28.7
	5	116	100	32.4	46.8	18	2.7	20.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	114	100	27.4	34	30.2	8.5	38.7
	4	112	100	36.4	38.3	23.4	1.9	25.2
	5	94	100	28	45.2	23.7	3.2	26.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	120	100	27	54.1	12.6	6.3	18.9
	4	101	100	25.5	38.3	19.1	17	36.2
	5	116	100	27.9	47.7	18.9	5.4	24.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	114	100	26.4	50.9	16	6.6	22.6
	4	112	100	22.4	46.7	21.5	9.3	30.8
	5	94	100	33.3	44.1	14	8.6	22.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	61	100	50	29.6	16.7	3.7	20.4
	4	101	100	27.2	39.1	13	20.7	33.7
	5	60	100	34	39.6	17	9.4	26.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	59	100	34.5	45.5	7.3	12.7	20
	4	112	100	31.8	33.6	17.8	16.8	34.6
	5	48	100	34	36.2	4.3	25.5	29.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	60	100	10.7	50	25	14.3	39.3
	4	101	100	19.6	46.7	19.6	14.1	33.7
	5	60	100	38.9	46.3	9.3	5.6	14.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	56	100	13.5	36.5	40.4	9.6	50
	4	112	100	20.6	48.6	12.1	18.7	30.8
	5	47	100	23.4	36.2	14.9	25.5	40.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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